TRAINING AND TESTING SPECIFICATIONS FOR LEARNING DOMAIN #01 LEADERSHIP, PROFESSIONALISM & ETHICS

January 1, 2006 <u>2007</u>

RBC	Other Basic Courses					D '	
KBC	832	III	II	I	SIBC	Requal	
							I. LEARNING NEED
							Peace officers are expected to be leaders in the community, in their agencies, and among peers. To officers must understand the components of leadership, their responsibility to lead, and the impact leadership.
							LEARNING OBJECTIVES
X	X	X			X	X	A. Discuss why leadership is important
X	X	X			X	X	B. Define leadership
X	X	X			X	X	C. Discuss universal components of leadership
X	X	X			X	X	D. Discuss the officer as a leader
X	X	X			X	X	E. Discuss the leader as a follower
X	X	X			X	X	F. Discuss how leadership impacts the daily work of a peace officer and how officers can results
							II. LEARNING NEED
							Peace officers are empowered and entrusted by the community with a broad range of power, author discretion to maintain safety and order. Professional and ethical standards are the means by which maintain the public trust. To be effective, a peace officer must make a life-long commitment to the standards.

DD G							
RBC	832	III	II	I	SIBC	Requal	
X	X	X			X	X	
X	X	X			X	X	
X	X	X			X	X	
X	X	X			X	X	
X	X	X			X	X	
X	X	X			X	X	
X	X	X	_		X	X	
X	X	X	_		X	X	
X	X	X			X	X	
X	X	X			X	X	
X				X	X		
X				X	X		

LEARNING OBJECTIVES

- A. Discuss the relationship between public trust and a peace officer's ability to perform their job
- B. Discuss the community, agency, and other peace officers' expectations of a peace officer's conduct
- C. Explain the benefits of professional and ethical behavior to the community, agency and peace officer
- D. Describe the consequences of unprofessional/unethical conduct to the community, agency, and peace officer
- E. Discuss the Law Enforcement Code of Ethics, and explain the importance of adhering to the Law Enforcement Code of Ethics
- F. Explain why an officer should respond to a coworker's unprofessional or unethical conduct, including the legal basis for such interventions
- G. Discuss situations when it is necessary to intervene on another peace officer's behalf and factors that can inhibit intervention
- H. Describe the types and levels of intervention used to prevent another peace officer's inappropriate behavior
- I. Give examples of ethical decision making strategies
- J. Explain the value of ethical decision making in leadership

REQUIRED TESTS

- A. A scenario test that requires the student to demonstrate, by application, proficiency of ethics. At a minimum, the test shall evaluate the following competencies:
 - 1. Leadership the practice of influencing people, while using ethical values and goals to produce an intended change.

DDC		Dogwol				
RBC	832	III	II	I	SIBC	Requal
X				X	X	
X				X	X	
X				X	X	
X				X	X	
X		X			X	
X X X X X		X X X X X			X X X X X	

- 2. Problem solving/Decision-Making analyzing situations and implementing plans through one's actions to solve problems. Using verbal or physical skills to determine the appropriate resolution to a situation.
- 3. Communications The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
- 4. Ethics- Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.
- 5. Stress Tolerance and Emotional Regulation maintaining self-control and making timely, rational decisions in stressful situations.

IV. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding-leadership. At a minimum, each activity or combination of activities must address the following topics:
 - 1. Power and authority
 - 2. Compliance and commitment
 - 3. Sphere of influence
 - 4. Officer as a leader
 - 5. Leadership in the community
 - 6. Positive and adverse impacts and challenges for consistently demonstrating leadership

DD.C		Doguel					
RBC	832	III	II	I	SIBC	Requal	
X		X			X	X	
X		X			X	X	
X X X X		X X X X			X X X X	X X X X	
X		X			X	X	
X X X X		X X X X			X X X X	X X X X	
8	2	6 <u>8</u>		_	8	4	

- B. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing or other comparable sources* regarding unprofessional or unlawful conduct by peace officers. At a minimum, each activity or combination of activities must address the following topics:
 - 1. Whether or not the behavior was unlawful, unethical, or inconsistent with the *Law Enforcement*\
 Code of Ethics
 - 2. Identification of those whom the conduct impacts
 - 3. The potential sanctions that could result from the behavior
 - 4. Potential perceptions of the public regarding the behavior
 - 5. Whether or not intervention is appropriate
- C. The student will participate in a small group exercise that uses a learning activity, video, or other media presentation as a resource. During the exercise, the group will complete the following tasks:
 - 1. Identify any ethical issues
 - 2. Discuss the impact of the conduct
 - 3. Determine if intervention is required
 - 4. Defend the chosen intervention strategy

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on leadership, professionalism and ethics.

VI. ORIGINATION DATE

January 1, 2001

VII. REVISION DATE

January 1, 2004
August 15, 2004
January 1, 2006

January 1, 2006